

M.A. in Art Education Academic Assessment Plan- AY 2012-2013

College of Fine Arts
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.A. in Art Education

College of Fine Arts

A. Mission

The M.A. in Art Education program develops art teachers who thrive within varied 21st century learning environments. It provides a thorough understanding of the ways in which art education has and continues to evolve in response to changing cultural, economic, social, political, and technological conditions. The program aims to develop leaders within the field of art education who demonstrate reflective, critical thought and scholarship as well as a commitment to their ongoing professional development.

The MA in Art Education program supports the college's primary mission to "to produce artists, performers, scholars, teachers, and practitioners who combine the qualities of academic and professional excellence" (College of Fine Arts Mission Statement).

The program supports the University of Florida mission to "to lead and serve the state of Florida, the nation and the world by pursuing and disseminating new knowledge while building upon the experiences of the past...to advance by strengthening the human condition and improving the quality of life." (University of Florida Mission Statement).

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	1. Develop the knowledge and skill that enable them to identify and carryout a research project that is personally meaningful and contributes to the field of art education.	<p>All graduate students will conceptualize, carryout, and successfully defend a Thesis, a project in lieu of Thesis, or Capstone project.</p> <p>The student's thesis or capstone committee will evaluate all projects based on how well the student</p> <ul style="list-style-type: none"> describes and executes the project proposal, making appropriate adjustments as necessary, synthesizes knowledge obtained in art education courses in planning and executing the project, connects the thesis or capstone project to current or past art education scholarship, explains and support his/her written plans and ideas, and demonstrates how the project is personally relevant and contributes to the field of art education 	Campus and online
Knowledge	2. Ability to discuss trends, theories and practices surrounding a specific area of expertise in art education.	<p>All graduate students must pass a 1st year review as evaluated by their 1st year review committee using the following criteria:</p> <ul style="list-style-type: none"> Clarity and support of written ideas." Synthesis of knowledge obtained in art education courses • Connections to art education scholarship." A personal voice. 	Campus and online
Skills	3. Ability to plan comprehensive art learning experiences based on big ideas and essential questions for all students.	<p>All graduate students must write a unit of instruction based on big ideas and essential questions, state standards, and other expectations as defined in the curriculum project description. Faculty will evaluate the units according to clarity, completeness, creativity, and presentation.</p>	Campus and online

		(we have written documentation on this project including a rubric if needed)	
Skills	4. Display critical thinking skills in reading professional literature.	All graduate students will demonstrate the ability summarize, analyze, synthesize art education literature. Faculty will evaluate literature reviews according to a rubric	Campus and online
Professional Behavior	5. Display leadership, appropriate ethical behaviors, cultural sensitivity and appreciation for diverse viewpoints as a professional in art education.	These behaviors are incorporated into all graduate classes in art education and evaluated by the graduate faculty using common criteria.	Campus and online
Professional Behavior	6. Participating and contribute to the professional discourse in the field.	These behaviors are evidenced through students' professional web sites as evaluated by the graduate faculty during their thesis or capstone project defense.	Campus and online

C. Research

The M.A. in Art Education program provides opportunities for broad and in-depth advanced study of art education, studio art, art history, and other fields related to a student's personal interests. We expect our graduate students to complete a Thesis, Project in Lieu of Thesis or Capstone Project that demonstrates their ability to identify and carryout a research project that is personally meaningful and contributes to the field of art education. The Thesis, Project in Lieu of Thesis and Capstone Project each allow a student to demonstrate mastery of both a specific topic and the relation of the topic to the field of art education. The Thesis, Project in Lieu of Thesis and Capstone Project serve as a summative expression of what a student has learned in the Master of Art Education program at the University of Florida. Generally, a Master's Thesis addresses a broader theoretical issue than a Capstone Project, which typically focused on a specific curriculum project or classroom practice.

Preparation: Master's degree students must take graduate courses in at least three broad art educational areas (art educational history, contemporary issues in art education, and curriculum), in order to gain a breadth of knowledge across art education theory and practice as related to teaching and learning. They must also become familiar with a range of art educational research methods—this begins with a required methods course—applying those methods to their own research as appropriate. Students must demonstrate proficiency in studio practice (studio classes) and advanced

knowledge of art history in support of their art education practice. In addition, they must select a disciplinary focus in order to develop and write a graduate research project that offers an extended examination of a single subject, conceptualized as a research question that engages with art education theory and practice.

D. Assessment Timeline

Program: M.A. in Art Education

College of Fine Arts

Assessment	Assessment
SLOs	
Knowledge	
#1 Develop the knowledge and skill that enable them to identify and carryout a research project that is personally meaningful and contributes to the field of art education.	Thesis or Project-in -lieu of thesis-or Capstone project
#2 Ability to discuss trends, theories and practices surrounding a specific area of expertise in art education.	Firs Year Review
Skills	
#3 Ability to plan comprehensive art learning experiences based on big ideas and essential questions for all students.	Unit of Instruction as demonstrated in Thesis, Project-in-lieu-of-thesis or Capstone Defense
#4 Display critical thinking skills in reading professional literature.	Literature Reviews as part of Thesis, Project-in lieu-of-thesis or Capstone Defense
Professional Behavior	
#5 Display leadership, appropriate ethical behaviors, cultural sensitivity and appreciation for diverse viewpoints as a professional in art education.	Coursework
#6 Participating and contribute to the professional discourse in the field.	Thesis , Project-in-lieu-of thesis, or Capstone Project Defense

E. Assessment Cycle

Assessment Cycle for: **MA in Art Education, School of Art & Art History, College of Fine Arts**

Data Collection: Spring/Fall Terms of Indicated Academic Year (F12-S13)

Analysis and Interpretation: Subsequent Fall Term (F13)

Improvement Actions: Subsequent Spring Term (S14)

Dissemination: Next academic year (F14-S15)

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1				X	X	X	X
#2				X	X	X	X
Skills							
#3				X	X	X	X
#4				X	X	X	X
Professional Behavior							
#5				X	X	X	X
#6				X	X	X	X

Note: Data collection for these assessments will begin in the 2012-13 academic year. We did not collect data in prior years.

F. Measurement Tools

Both direct and indirect measures would be taken into account

Methods:

During the fall review and analysis cycle, a faculty committee will review the DIRECT and INDIRECT DATA, answering key questions such as:

What does the data show us about each individual SLO?

And

What changes do we want to make, based on these observations?

Should there be observations that lead the faculty to consider revisions, the faculty would have the options to

- *change the SLOs and ALC
- *change the data collected (assignments, etc.)
- *change the curriculum

DIRECT DATA: The MA chair will complete the rubric (Appendix A) based on the committee's findings at the conclusion of the MA thesis defense. The chair will supply the school office with the rubric. The school office will electronically collect a copy of the thesis. These data samples will be submitted online or in hard copy, as appropriate. Both will be de-coupled, meaning that no grades, no student identification, and no comments will be on the data (rubric or paper). In the fall assessment and analysis cycle, samples will be reviewed based on recommended sample sizes according to the number of students in the program.

INDIRECT DATA: The College of Fine Arts Dean's Office will collect institutional data for the program, including but not limited to statistical data such as enrollment, grade distribution, recruitment and retention patterns. An additional source of data, the biennial SERU data, will be collected from the University of Florida Office of Institutional Planning and Research in the Spring. During the spring semesters, the Dean's Office will collect the INDIRECT DATA for the ARE6971, ARE6972, and ARE6910 and the degree program.

The assigned committee made of faculty from the degree program would meet the fall semester of the review and analysis year to generate a report that would be submitted to the College office, along with recommendations for changes, if any.

With the concurrence of the administration, the changes would be made for the next academic year.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Dr. Margaret S. Mertz	Associate Dean, College of Fine Arts	mmertz@arts.ufl.edu	(352) 273-1484
Prof. Richard Heipp	Director School of Art & Art History	heipp@ufl.edu	(352) 273-3021
Associate Prof. Lauren Lake	Assistant Director School of Art & Art History	lglake@arts.ufl.edu	(352) 273-3032

APPENDIX A: M.A. Art Education Rubric for Project Proposal and Project-In-Lieu-of -Thesis

Criteria	Unsatisfactory (0-1)	Developing (2-3)	Accomplished (4)	Exceptional (5)	SCORE
The student: describes and executes the project proposal, making appropriate adjustments as necessary	Project proposal is poorly crafted. Paper contains confusing information, inadequate support, improper APA citations, spelling and/or grammatical errors. Works haphazardly with little chance of achieving project goals.	Project proposal is generally well crafted but contains marginal support, improper APA citations, spelling, and/or grammatical errors. Executes the project proposal but has difficulty overcoming set backs	Project proposal is well crafted with minimal distractions such as improper APA citations or spelling and grammatical errors. Effectively executes the project proposal. Makes significant progress. Modifies the plan as necessary	Project proposal is well crafted and organized; and includes negligible errors, proper APA citations, and is presented in concise language and a distinct voice. Executes the project proposal with finesse with minimal modification needed.	
Synthesizes knowledge obtained in art education literature courses in planning and executing the project	Literature review is simply reproduced from sources, with little or no analysis or synthesis evident.	Literature review go beyond the information found, but in a limited way. Some analysis and/or synthesis evident.	Literature review provides insightful analysis and synthesis of the information collected, resulting in an accomplished product of research.	Literature review redefines the issues and questions raised in the field resulting in an original and insightful product of research.	
Connects the thesis or capstone project to current or past art education scholarship	Fails to situate topic in the context of broader scholarly literature	Discusses broader scholarly literature related to the topic but needs to provide specific supporting references.	Clearly situates topic in the broader scholarly literature with specific references.	Creates new connections in literature and fields of study that previously did not exist.	
Explains and supports his/her thesis or project and ideas	Lacks rationale and explicitly stated research questions to guide the thesis study or project.	Present adequate support for the thesis or project but needs some revision.	Provides a rationale and questions for conducting the thesis study or project that demonstrate both practical and scholarly significance for the study.	Provides a rationale and questions that redefines the topic resulting in a robust and memorable thesis or project	
Demonstrates how the project is personally relevant and contributes to the field of art education	Lacks explanation of how the research questions are both personally significant and relevant to the field of art education.	Adequately explains the relevance and significance of the research questions, but needs additional clarification.	Explains how the research questions are both personally significance and relevant to the field of art education.	Explains how the research questions are both personally significance and relevant to the field of art education with eloquence and insight.	

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:		Year:			
Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				